Academic Integrity through Intercultural Concepts

Michael B. Smithee
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Michael Smithee, EdD
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Definitions

OMIT THIS SLIDE AFTER LINKING AND ARRANGING NARRATIVES FOR LATER SLIDES

- Faculty/Professor
- Intercultural / Cross-cultural (IC)
- Academic Integrity / Dishonesty (AI)
- Cheating and Plagiarism
Terms

- Academic Integrity (dishonesty)

- Dishonorable conduct means an act of academic dishonesty. The term dishonorable conduct includes, but is not limited to, the following acts: (16 acts are listed)
  - (6) Using, during an examination period, material not authorized by the instructor giving the examination.
  - (7) Taking an examination for another student or knowingly permitting another person to take an examination for oneself.
  - (8) Giving, receiving, or obtaining information pertaining to an examination during an examination period, unless such action is authorized by the instructor giving the examination.
Terms

- **Plagiarism**, that is, incorporating into one's work offered for course credit passages taken either word for word or in substance from a work of another, unless the student credits the original author and identifies the original author's work with quotation marks, footnotes, or another appropriate written explanation.
Approaches to AI and IC in the Literature

- Descriptive
- Comparative
- The Disciplines
  - Education (US, UK, Ukraine)
  - Management (Europe)
  - Language Studies
- Learning Outcomes
  - Intercultural Competence
  - Critical Thinking
Descriptive Approaches

- Books
- Journals
- Web sites/pages
Comparative Approaches

- Quantitative

- *A Cross-Cultural Comparison of U.S. and Chinese Marketing Students* (U.S. Authors)
U.S.-Chinese Marketing Stu

- Beliefs and Values
  - Tolerance
  - Achievement
  - Negativism
  - Behaviorism
  - Detachment
  - Non-theism
  - Relativism
  - Opportunism

Rawwas, 2004
U.S.-Chinese Marketing Study

- Dishonesty Variables
  1. Receiving and Abetting Academic Dishonesty
  2. Obtaining an Unfair Advantage
  3. Fabricating Information
  4. Ignoring Prevalent Practices

Rawwas, 2004
Behaviors that were seen as NOT WRONG were:

- Among Americans: Ignoring Prevelant Practices
- Among Chinese: Receiving and Abetting Acad. Dishonesty
  - Obtaining an unfair advantage

These behaviors bring to mind the cultural concepts of cohort pressure and the definition of friendship. Also, think of the rules of the market place.

Also of NOTE: VARIATIONS IN CHINA:

- Older students are less inclined to in the two
- Women are less inclined than men to believe in the two
Comparative Approaches

- Qualitative
- Managing Across Cultures
  - (Schneider and Barsoux, 1997)

- Corruption
- Ethics
- Codes of conduct
Language

- The Legal Mindset of U.S. and Western Universities indicate and ignorance of practices of other linguistic or educational systems.
Learning Outcomes

“Very few scholars discuss Critical Thinking as situations involving other cultures.” Yershova, 2000

- Culturally laden Elements

1. Providing unbiased answers to given circumstances
2. Being honest and clear
3. Caring about the worth and dignity of every person.
Applications

“Welcome to My Culture” Is Not Enough
Elements of an Academic Infraction

What are the elements of an academic infraction, like cheating or plagiarism?

- Ability
- Opportunity
- Desire
- Intent*
- Context*

(with appreciation to Capt. Williams, Syracuse University, Public Safety Department)
Intercultural Concepts

- Social Obligations
- Collective Responsibility
- Self Reliance
- Language and Ambiguity
- Asking Questions


Intercultural Concepts
From the CAI website

- Honesty
- Integrity
- Responsibility
- Trust/Trustworthiness
- Respect/Self-Respect
- Fairness/Justice

The Center for Academic Integrity
Rutland Institute for Ethics
Clemson University

Student and Faculty Questions

- **STUDENTS:**
  - How long can I continue to use the same behaviors I used at home?
  - Where will I have to change?
  - When will I know to change?

- **PROFESSORS:**
  - How can I control the level of cheating in this class?
Cultural Inhibitors

- Level of divulgence
- Privacy
- Saving Face
INTERCULTURAL CONTEXT

- Both Students and Professors must understand that there is a cultural context to their studies, discipline, and work.

Many academics consider the intellectual skills of their discipline above culture. (Yersbova, Dejaegbere, and Mestenhauser, 2000)
PROPOSED AXIOMS

1. No culture condones cheating;
2. Rules about cheating may be culturally laden;
3. Interpretation, Enforcement, and Corruption, related to rules of academic integrity vary from culture to culture;
4. The mindset of international students coming to the U.S. includes notions which may differ from those common in the U.S. classroom;
5. Attitudes and boundaries about cheating vary greatly both within the American culture and among cultures globally.

Revised from Smithee, 2009
Professors and Students Must:

1. Recognize that culture plays a role in international and domestic student behavior;

2. Consult with foreign students’ advisors, faculty from other countries, and experienced international students;

3. Support efforts on campus to prevent cheating;

4. Explore your own cultural assumptions and values for biases;

5. Acknowledge before each exam, project, or paper that there is often pressure to cheat, and discuss ways to overcome this.
It is not my purpose to justify dishonest behavior, merely to help both faculty and students understand the importance of knowing the nature of cultural difference in approach to study, truth, and behavior; and to the actions one must take to achieve the end result of success in the classroom. Which leads us back to intent and context.
Future Research and Publication

- Future research and writing on AI should expand our understanding from the point of view of faculty and administrators of HE institutions of non-U.S. nations.
Resources


Further Information

- Smithee Associates
- http://smitheeassociates.com